

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Accreditation Report on Teacher Education Programs,
College of Education, Iowa State University (state licensure)

Date: March 6, 2000

Recommended Action:

Receive the report on accreditation of the teacher education programs in the College of Education, Iowa State University, from the Iowa Department of Education.

Executive Summary:

On August 13, 1999, the Iowa Department of Education granted continuing approval to the practitioner preparation programs offered by Iowa State University. This action follows the on-site review and evaluation of the practitioner preparation programs and the team reports based on the standards for the approval of teacher preparation programs. The approval covers the five-year period from July 1, 1999, through June 30, 2004.

During the 1997-98 academic year, there were 80 licensure/endorsement areas for which approved programs were available at Iowa State University. Thirty-one of the 80 programs are offered at the graduate level. The College of Education is responsible for overseeing these programs, which includes arranging for clinical field experiences as well as offering courses in the professional education core. It should be noted that students seeking to be teachers are registered in five of ISU's colleges. The five colleges, with an approximate number of students in baccalaureate programs leading to teaching degrees, are: College of Agriculture (98); College of Design (39); College of Education (870); College of Family and Consumer Sciences (109); and College of Liberal Arts and Sciences (478). Additionally, an estimated 160 graduate students are working toward licensure within either the Department of Curriculum and Instruction or the Department of Educational Leadership and Policy Studies.

Following the on-site visit, the Iowa Department of Education raised a number of concerns. The College of Education responded to these concerns, described below, and full reaccreditation was granted. The primary concern was that students preparing to teach at the secondary level had inadequate preparation to meet the needs of exceptional learners.

Accreditation reviews are consistent with the Board of Regents' strategic plan, KRA 1.0.0.0, Quality. More specifically, the accreditation process relates to Objective 1.1.0.0., "to improve the quality of existing and newly created educational programs."

Background:

From its beginning in 1868-69, Iowa State University has been involved in teacher education. In its first year of operation, ISU had a professorship in the "science and art of teaching." The College of Education was established in 1968 and all teacher education programs are coordinated by a Director of Teacher Education. Five ISU Colleges house teacher education programs: Agriculture, Education, Design, Family and Consumer Sciences, and Liberal Arts and Sciences.

The enrollment in practitioner preparation programs was 727 in the year of the self-study, 1998-99. In 1996-97, the number of graduates at ISU who obtained teaching endorsements was 441 or 8.9 percent of the total graduates for that year (4,962).

The number of College of Education faculty for 1998-99 includes:

- Part-time 23
- Adjunct 32
- Joint* 24
- Full-time 87

(*This category includes faculty from the four other colleges noted above that have teacher education programs. The percentage of individual faculty time varies from approximately 10 percent to 50 percent.)

Following its on-site evaluation (February 8-11, 1999), the Visiting Team reported that:

- In the category of institutional and organizational standards (i.e., governance), all but one standard was met. The unmet standard concerned the lack of diversity on the advisory committee.
- All standards regarding students --10 at the undergraduate and four at the graduate level -- were met.
- All evaluation standards (requiring collection of feedback related to quality of graduates and programs) were met -- four at the undergraduate level and three at the graduate level.

The areas of strength noted by the visiting team included:

- The high level of technology integration and extensive technological equipment and expertise available to faculty and students.
- The positive reactions to a cohort program called Project Opportunity from both students and public school participants (a group of teacher education students remains together at specific school sites throughout its program of study).

The visiting team had concerns, including:

- Disappointment that too often the report only updated statistics from the 1993 Institutional Report and did not thoroughly analyze its programs and potential for improvement.
- Differences between elementary and secondary programs on some standards, the chief weakness being the lack of attention given to addressing the diverse needs of students. (Example: secondary majors do not take a course that addresses the exceptional learner, especially the talented and gifted student.)
- Insufficient evidence that some teacher education faculty were meeting the state requirement to engage in 40 hours of team teaching in the public schools over a five-year period.
- Some secondary education programs were not sufficiently relating academic course content to methods of teaching.

The July 8, 1999 letter from the Department of Education noted the final resolution of questions raised. They were:

- Standard U-9. (Requirement that advisory committees reflect diversity)
Response: Several appointments made to meet the requirement.
- Standard U-23. (Requirement that teacher education faculty have 40 hours of teaching experience in a K-12 environment over a five-year period)
Response: Standard met. ISU provided adequate documentation of teachers' activities.
- Standard U-47. (Preparation must include content relative to the education of the handicapped and the gifted and talented.)
Response: Documentation sent on changes made to Psychology 333 Educational Psychology course.
- Standard U-44. (Students are to learn skills and strategies useful in classroom management of individuals, and small and large groups under varying conditions.)
Response: This important area is addressed in all preparation programs, but some variation exists. A new Secondary Education major is proposed, which will include the addition of a general methods course. More immediately, ISU will revise a core education course, Curriculum & Instruction 426. Principles of Secondary Education, to place greater emphasis upon classroom management.

Analysis:

Historically, the teacher education program at Iowa State University has been known for its emphasis on graduates being well-prepared in their subject areas. Another quality of the University's programs is the extensive preparation of future educators to use technology in the classrooms. A third characteristic of ISU's programs is the emphasis upon pre-student teaching experiences, i.e., providing a number of opportunities for prospective teachers to work in classroom settings.

Iowa State University is a member of the Holmes Group, an organization of universities which has promoted the concept of teacher education faculty and institutions establishing partnerships with local school districts. The implementation of this concept may include students in cohort groups working in the same school for several years, first as teacher aides and eventually as student teachers. A faculty member from the University may offer his or her methods course at a middle school or high school rather than on-campus.

A concern of the visiting team was the difference between the training of elementary teachers and secondary teachers. In part, this reflects the fact that faculty and staff in various colleges, preparing students to teach such diverse subjects as vocational agriculture, history, chemistry, and music, offer different types of methods courses. The College of Education provides leadership in coordinating education courses and experiences.

ISU is in the process of developing a proposal for a Secondary Education Major (Double Major) through the Department of Curriculum and Instruction. Its purpose is to give students who teach at the secondary level greater recognition of the 30 or more hours of course work they have taken in education. The students' first major would be in an academic field; the second major would be education.

A copy of the self-study, on-site visiting team report, and correspondence between the Department of Education and the College of Education are on file in the Board Office.

Charles R. Kniker

Approved: _____
Frank J. Stork